
A Study of Social and Emotional Intelligence of Secondary School Teachers

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Abstract: The present study was conducted with the objective to compare social and emotional intelligence among secondary school teachers in relation to gender and type of school. The sample for the study consisted of 850 secondary school teachers of Punjab. The findings of the study revealed there is no significant difference in social intelligence of male and female secondary school teachers. Private secondary school teachers being significantly more socially intelligent than government secondary school teachers. These results of main effects of gender and type of school are inter dependent for emotional intelligence, as male secondary school teachers are more emotionally intelligent than female secondary school teachers, only in case of private schools. Government secondary school teachers are more emotionally intelligent than private secondary school teachers, only in case of female group of teachers.

Keywords: *Social Intelligence, Emotional Intelligence and Secondary School Teachers.*

Introduction:

Earlier psychologist focused on cognitive aspects, such as memory and problem solving. David Wechsler (1958) recognized non- intellectual elements along with “intellectual elements” and defined intelligence as “the aggregate or global capacity of the individual to act purposefully, to think rationally, and to deal effectively with his environment”. In the late 1950’s David Wechsler defined “social intelligence is just general intelligence, applied to social situations”. In this view abstract or general intelligence enters into social intelligence. The old concept of social intelligence as purely cognitive as assumes as many early theorists claimed that social intelligence may be different from general intelligence. The old view saw social intelligence as the application of general intelligence to social situations – a largely cognitive aptitude. But when ordinary people were asked to list what make a person intelligent, social competence emerged as prominent natural category. But psychologists emphasis were on verbal and problem solving skills but new concept of social intelligence defines it interpersonal talent. Gardner (1983) describes interpersonal intelligence as empathy, on the awareness and appraisal of the subjective feeling evoked in one self by others as well as the awareness and appraisal of non- verbal expressions of others with emotional content. Emotional intelligence could be viewed as collective effort of interpersonal and intrapersonal intelligence but social intelligence gives importance to

interpersonal abilities. Social intelligence is the key element which make people succeed in life. Social intelligence is the capacity of the individual to interact effectively, with his environment. The interpersonal relation in various work environments is itself reflection of social intelligence. Social intelligence is most similar to emotional intelligence in that adaptability and functionality of an individual's cognitions are stressed in the current social environment. In this construction little importance is given to the perception and integration of emotional information. In the 1990's, as the localization of emotions in the brain became better understood, Mayer noted, "Emotional intelligence could be groomed as the replacement number of the triumvirate where social intelligence failed."

It may be noted that self-awareness (intrapersonal intelligence), empathy and handling relationships (interpersonal intelligence) are essentially dimensions of emotional intelligence. Thus, emotional intelligence represents as alternative grouping of tasks to social intelligence. On one hand, emotional intelligence is broader than social intelligence, including not only reasoning about the emotions in social relationships, but also reasoning about internal emotions that are important for person (as opposed to social) growth. On the other hand, emotional intelligence is more focused than social intelligence in that it pertains primarily to the emotional (but not necessarily verbal) problems embedded in personal and social problems. Together with cognitive intelligence, emotional and social intelligence form important components of general intelligence. One of the major differences between the two is that former is related primarily to higher order mental processes like reasoning, while the latter focuses more on perceiving, immediate processing and applying emotional and social context, information and knowledge. It has been also suggested that another fundamental difference between the two may be that cognitive intelligence is strategic in nature, while emotional and social intelligence is more limbically tactical for immediate behaviour suited more for survival and adaptation. (Golman, 1993; Bar-On 1997; Stein and Book, 2009).

Review of related literature:

Effect of locality of residence, socio-economic status, management of school, teaching experience, teachers qualification, age, gender, faculty, religion, family occupation and marital status are seen on emotional intelligence (Chouhan and Bhatnagar, 2003; Tyagi, 2004; Wu, 2004; Punia, 2005; Srinivason, 2005; Amritha and Kadhivaran, 2006; Patil and Kumar, 2006; Neelkandon, 2007; Singravalu, 2007; Jarmali et al. 2008; Gowdhaman and Murugan, 2010; Indu, 2009; Bhagnagar and Mittal, 2010; Kauts and Chechi, 2011). Female subjects have high social awareness and social skills than males (Vasilova and Baumgartner,

2004). Girls are more socially intelligent than boys (Babu, 2007).

Trait emotional intelligence was positively associated with peer-rated social competence (Mavroveli et al. 2007). Emotional intelligence and social competence are positively correlated (Srivastva and Mallick, 2010).

Emotional intelligence, general intelligence, practical intelligence are associated with interview outcomes (Fox and Spector, 2000). Significant and positive correlation was found between emotional intelligence and work place performance (Mishra and Mohapatra, 2010).

Significance of the Study:

If a teacher has social and emotional competencies, can recognize their emotions, emotional patterns, and tendencies and knows how to generate and use emotions which will create joy and enthusiasm to motivate learning in themselves and others. As a result they can get realistic understanding of their capabilities and recognize their emotional strengths and weaknesses. Social and emotionally competent teachers also have high social awareness. They know how their emotional expressions affect their interactions with others. Such teachers also recognize and understand the emotions of others. They are able to build strong and supportive relationships through mutual understanding and cooperation and can effectively negotiate solution to conflict situations. Socially and emotionally competent teachers are culturally sensitive, understand that others may have different perspectives than they do, and take this into account in relationships with students, parents and colleagues (Jennings and Greenberg, 2009) when teachers experience mastery over these social and emotional challenges, teaching become more enjoyable, and they feel more efficacious (Goddard et al. 2004). Hence there is need to see whether there is difference in psychological variables such as social and emotional intelligence of secondary school teachers in relation to gender and type of school. Then training for development of such skills can be incorporated in teacher education program.

Objectives of the Study:

The objectives of the study are as follows:

- To study emotional intelligence and social intelligence of secondary school teachers in relation to gender.
- To study emotional intelligence and social intelligence of secondary school teachers in relation to type of school.

Hypotheses of the Study:

- The following hypotheses were formulated.

- There will be significant difference between male and female secondary school teachers in emotional intelligence, social intelligence.
- There will be significant difference between government and private secondary school teachers in emotional intelligence, social intelligence.

Methodology:

Sample: From total schools (5657) secondary schools, a total number of 172 schools were selected. From these schools all the teachers were selected for the conduct of study who teaches the 9th and 10th classes. 850 secondary school teachers from 172 schools in 7 districts of Punjab were included in the sample.

Tools Used: Emotional Intelligence Scale by Anukool Hyde and Sanjyot Pethe and Upindhar Dhar (2002) and Social Intelligence Scale by N.K. Chadha and Usha Ganesan (2004) were administered individually to collect the data.

Statistics Used: Data was analyzed by using statistical techniques like Mean, S.D., t-ratio, correlation and ANOVA.

Results and Discussion:

The mean social and emotional intelligence scores of secondary school teachers alongwith their SD's in Gender x Type of school factorial design are given in table 1.

Table 1: Means and SDs for Social Intelligence and Emotional Intelligence of Secondary School Teachers Belonging to Different Gender and Type of School

Group	N	Social Intelligence		Emotional Intelligence	
Govt. Male	250	108.36	8.63	142.99	18.51
Govt. Female	200	106.43	10.99	144.47	13.78
Private Male	200	109.07	10.30	141.38	15.55
Private Female	200	109.59	7.77	134.93	16.73
Govt. Total	450	107.49	8.88	143.65	15.53
Private Total	400	109.33	9.12	138.19	16.27
Male Total	450	108.68	9.41	142.26	17.25
Female Total	400	107.99	9.65	139.75	16.02

The table 1 shows that mean social intelligence scores of male and female secondary school teachers stands at 108.68 and 107.99 whereas mean social intelligence scores of government and private school teachers are (107.49 and 109.33) respectively.

The table 1 depicts the mean emotional intelligence scores of private (138.19) and government secondary school teachers (143.65), whereas mean emotional intelligence score

of male and female secondary school teachers lie at 142.26 and 139.75 respectively.

In order to test the significance of mean difference of social and emotional intelligence in terms of gender and type of school and their interaction effect, two way analysis of variance was carried out and the results is provided in the table 2.

Table 2: Summary of Results of Analysis of Variance

Source of Variance	df	Social Intelligence			Emotional Intelligence		
		SS	MS	F	SS	MS	F
Gender (A)	1	127.18	127.18	1.42	1088.00	1088.00	4.06*
Type of School (B)	1	714.57	714.57	7.96**	6331.04	6331.04	23.62**
Interaction (A X B)	1	314.62	314.62	3.51	3312.69	3312.69	12.36**
Within	846	75925.47	89.74		226714.15	267.98	
Total	849	77081.84			237445.90		

Main Effects

- a) **Social and Emotional Intelligence in Relation to Gender:** The table 2 shows that the “F”-value for the main effect of gender on social intelligence is 1.42 which is not significant. This shows that male and female secondary school teacher do not differ significantly in their social intelligence. The F-value for the main effect of gender on emotional intelligence is 4.06, which is significant at 0.05. This indicates that male and female secondary school teachers differ significantly in their emotional intelligence (142.26 vs 139.75).
- b) **Social and Emotional Intelligence in Relation to Type of School:** It may also be observed from the table 2 that the F-value for the main effect of type of school came out to be 7.962, that is significant at 0.01 level, thereby showing that private secondary school teachers (109.332) are significantly more socially intelligent than government secondary school teachers (107.49). The F-value for main effect of type of school on emotional intelligence came out to be 23.62. This is significant at 0.01 level, thereby meaning that government secondary school teachers (143.65) are significantly more emotionally intelligent than private secondary school teachers (138.19).
- c) **Interaction Effect:** The F-value for the interaction effect of gender x type of school on social intelligence came out to be 3.51, not-significant at 0.05 level. This mean that result

of significant main effect of type of school is independent of male and female groups of school teachers to explain social intelligence among secondary school teachers.

The F-value for the interaction effect of gender and type of school on emotional intelligence came out to be 12.36, significant at 0.01 levels. These mean results of significant main effects of gender and type of school are dependent upon each other to explain emotional intelligence among secondary school teachers (figure (a), (b)).

In order to find out interaction pattern, significance of mean differences between male and female secondary school teachers for government and private schools as well as between government and private school teachers for male and female groups were tested, and the results are given in the table 3.

Table 3: The t-value Testing Significance of Mean Difference in Emotional Intelligence across Gender x Type of School (A x B) Interaction

Group Comparison	Mean Difference	SD	t-ratio
Male (A1) Government > Private	1.611	1.606	1.03
Female (A2) Government > Private	9.541	1.535	6.22**
Government (B2) Female > Male	1.483	1.524	0.97
Private (B1) Male > Female	6.447	1.616	3.99**

** Significant at 0.01 level

Table 3 and Figure (A) Show That Male Secondary School Teachers Are Significantly

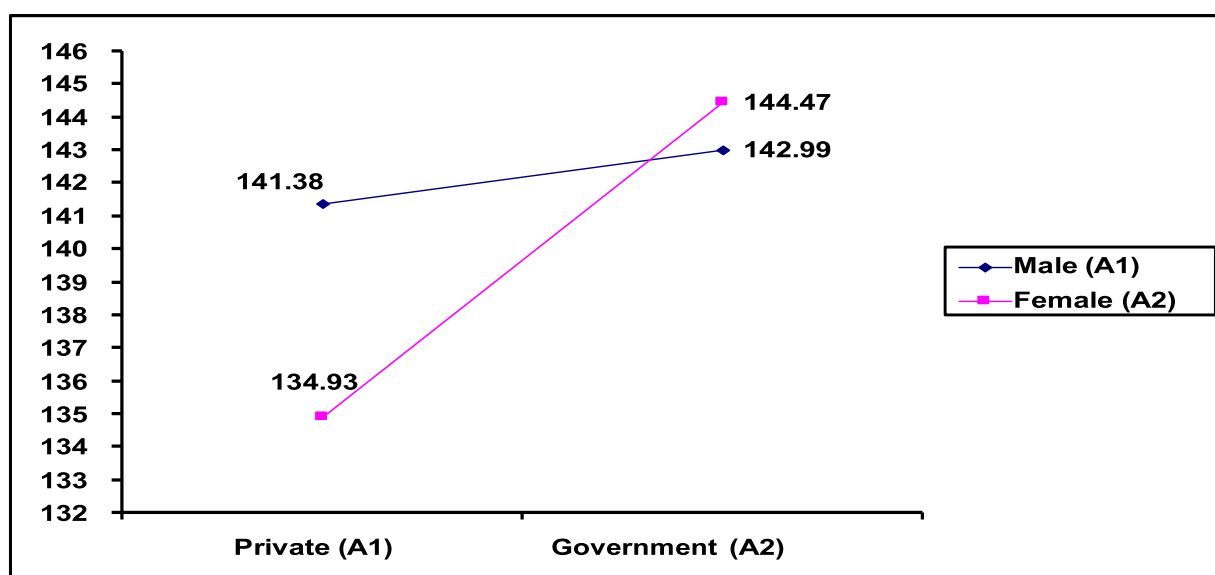


Fig. (a): Interaction effect of Gender x Type of School (A x B) on emotional intelligence
 Further more emotionally intelligent than female secondary school teachers in case of private group (141.38 vs 134.93), t-value being 3.99 ($p < 0.01$), whereas no such mean difference exist in government secondary school teachers ($t = 0.97$; $p > 0.05$).

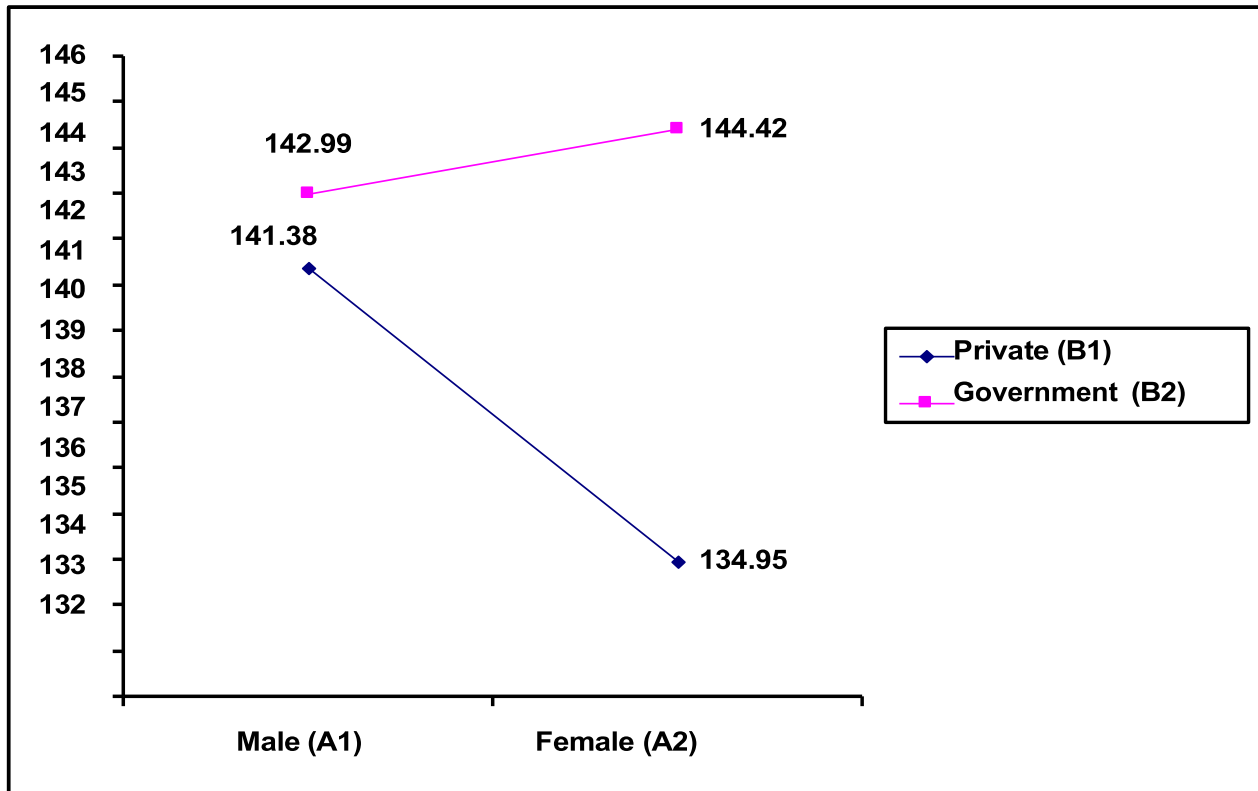


Fig. (b): Interactive Effect of Gender x Type of School on Emotional Intelligence

It may be observed from table 3 and figure (b) that government secondary school teachers differ significantly in emotional intelligence from private secondary school teachers in case of female group (134.93 vs 144.48), the t-value being 6.22 ($p < 0.01$), whereas no such mean difference exist in male secondary school teachers ($t = 1.03$; $p > 0.05$).

Discussion:

The findings of this investigation are in conformity with the findings of Lovejoy (2008) which show that female and male teachers did not show significant difference on the overall level of social intelligence.

The significant gender difference in emotional intelligence is in line with the research findings of Petrides and Furnham (2000) who found that overall and self-motivation estimates of emotional intelligence of males were significantly higher than females’ estimates. Study by Srinivason (2005) also shows that male teachers exhibit more emotional intelligence than female teachers; Male scores higher on self-awareness, empathy and social

skills (Jarmali et al. 2008). Indu (2009) concluded that emotional intelligence was not affected by type of institution and gender. Schuttle et al. (1998) and Van Rooy and Viswas (2005), Varshney (2007) and Anari (2012) found that females reported significantly higher emotional intelligence than males.

Significant difference in emotional intelligence of government and private secondary school teachers is corroborated by the research findings of Amirtha and Kadhirawan, (2006), Gowdhaman and Murugan (2010) who found that type of institution influenced emotional intelligence of school teachers. Findings of present study do not go along with findings of (Mandell and Phawani, 2003; Chouhan and Bhatnagar, 2003; Punia, 2005; Penrose, Perry and Ball, 2007; Neelkandan, 2007; Kauts and Chechi, 2011) more recently Sameer (2008), Basu and Saxena (2010), Kauts and Chechi (2011) which show that women are likely to score high on emotional intelligence than men and government and private school teachers do not differ in their emotional intelligence.

Findings:

- There is no significant difference in social intelligence of male and female secondary school teachers.
- There is significant difference in social intelligence of government and private secondary school teachers, private secondary school teachers being significantly more socially intelligent than government secondary school teachers.
- There is significant mean difference in emotional intelligence of male and female secondary teachers, male secondary school teachers being more emotionally intelligent than female secondary school teachers.
- Government secondary school teachers are significantly more emotionally intelligent than private school teachers.

These results of main effects of gender and type of school are inter dependent, as:

- Male secondary school teachers are more emotionally intelligent than female secondary school teachers, only in case of private schools.
- Government secondary school teachers are more emotionally intelligent than private secondary school teachers, only in case of female group of teachers.

Testing of Hypotheses

On the basis of results of the study, as reported in proceeding section, testing of hypotheses was made as reported under:

- From the findings of the study, it is concluded that there is no significant gender

difference in social intelligence but male secondary school teachers are more emotionally intelligent than female secondary school teachers, only in case of private schools. Hence first hypothesis “There will be significant difference between male and female secondary school teachers in emotional intelligence and social intelligence .” is accepted in emotional intelligence for private schools however rejected in case of social intelligence.

- From the findings of the study, it is concluded that there is significant difference in social intelligence of government and private secondary school teachers and government secondary school teachers are more emotionally intelligent than private secondary school teachers, only in case of female group of secondary school teachers. Hence second hypothesis, “There will be significant difference between private and government secondary school teachers in emotional intelligence and social intelligence ” is accepted for social intelligence and accepted in emotional intelligence for female group of secondary school teachers.

Recommendations:

The results of the present study show that private secondary school teachers are socially more intelligent as compared to government school teachers. So, it is necessary to educate government school teachers about the relevance of social intelligence in the workplace and should provide a framework to develop and enhance their ability to interact with others. Female teachers of private schools should be given training for improving emotional intelligence which includes management training, communication and empathy training, conflict resolution and stress management training as well as self- management training. Emotional intelligence is such a factor which is developed and nourished depending upon environmental experiences provided by society.

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